

BELL'S CROSSING ELEMENTARY

804 Scuffletown Road
Simpsonville, SC 29681

GRADES K-5 Elementary School

ENROLLMENT 868 Students

PRINCIPAL Barbara A. Barlow 864-228-5949

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
18

Good
0

Average
0

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

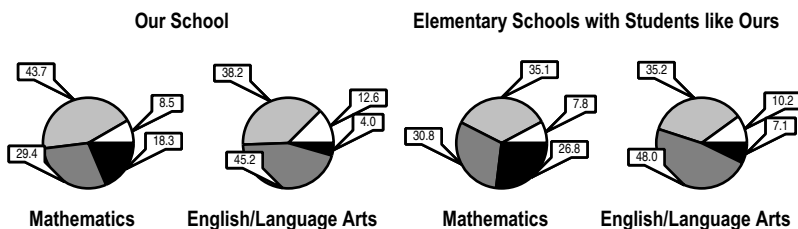
FOR MORE INFORMATION, VISIT WEBSITES AT:




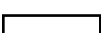
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	47	167	38
Percent satisfied with learning environment	95.7%	74.5%	78.9%
Percent satisfied with social and physical environment	97.9%	77.0%	73.7%
Percent satisfied with home-school relations	89.4%	91.6%	78.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	422	100.0	12.6	38.2	45.2	4.0	49.2	17.6
Gender								
Male	209	100.0	15.8	42.9	40.3	1.0	41.3	17.6
Female	213	100.0	9.4	33.7	50.0	6.9	56.9	17.6
Racial/Ethnic Group								
White	330	100.0	10.2	36.3	49.0	4.5	53.5	17.6
African-American	67	100.0	29.5	49.2	21.3	N/A	21.3	17.6
Asian/Pacific Islander	10	100.0	N/A	30.0	70.0	N/A	70.0	17.6
Hispanic	14	100.0	N/A	38.5	46.2	15.4	61.5	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	356	100.0	7.6	40.3	47.6	4.4	52.1	17.6
Disabled	66	100.0	41.4	25.9	31.0	1.7	32.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	422	100.0	12.6	38.2	45.2	4.0	49.2	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	418	100.0	12.4	38.3	45.4	3.8	49.2	17.6
Socio-Economic Status								
Subsidized meals	53	100.0	32.6	37.0	30.4	N/A	30.4	17.6
Full-pay meals	369	100.0	9.9	38.4	47.2	4.5	51.7	17.6

Mathematics								
All students	422	100.0	8.5	43.7	29.4	18.3	47.7	15.5
Gender								
Male	209	100.0	10.2	39.8	31.6	18.4	50.0	15.5
Female	213	100.0	6.9	47.5	27.2	18.3	45.5	15.5
Racial/Ethnic Group								
White	330	100.0	6.4	41.7	31.2	20.7	51.9	15.5
African-American	67	100.0	23.0	59.0	14.8	3.3	18.0	15.5
Asian/Pacific Islander	10	100.0	N/A	40.0	30.0	30.0	60.0	15.5
Hispanic	14	100.0	N/A	23.1	53.8	23.1	76.9	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	356	100.0	5.9	43.2	30.6	20.3	50.9	15.5
Disabled	66	100.0	24.1	46.6	22.4	6.9	29.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	422	100.0	8.5	43.7	29.4	18.3	47.7	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	418	100.0	8.4	44.2	29.2	18.3	47.5	15.5
Socio-Economic Status								
Subsidized meals	53	100.0	28.3	45.7	17.4	8.7	26.1	15.5
Full-pay meals	369	100.0	6.0	43.5	31.0	19.6	50.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	164	100.0	6.3	26.6	58.2	8.9	67.1
	Grade 4	137	100.0	11.2	42.4	45.6	0.8	46.4
	Grade 5	121	100.0	22.6	49.6	27.0	0.9	27.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	164	100.0	5.1	40.5	34.2	20.3	54.4
	Grade 4	137	100.0	7.2	44.0	29.6	19.2	48.8
	Grade 5	121	100.0	14.8	47.8	22.6	14.8	37.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 868)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.5%	N/A	1.2%	2.4%
Attendance rate	97.0%	N/A	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	33.6%	N/A	41.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.8%	N/A	4.7%	8.0%
Older than usual for grade	0.6%	N/A	0.5%	1.1%
Suspended or expelled	0.0%	N/R	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	41.9%	N/A	55.1%	50.0%
Continuing contract teachers	65.1%	N/A	90.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.4%	86.2%
Teacher attendance rate	99.0%	N/R	95.7%	95.3%
Average teacher salary	\$37,447	N/A	\$40,390	\$39,909
Prof. development days/teacher	5.3 days	N/R	10.3 days	11.4 days

School				
Principal's years at school	1.5	N/R	4.0	4.0
Student-teacher ratio	22.5 to 1	N/R	20.0 to 1	18.9 to 1
Prime instructional time	95.7%	N/R	91.3%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,720	\$5,892
Percent spent on teacher salaries*	N/A	N/A	70.2%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.5%	N/R	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bell's Crossing Elementary School opened its doors in August of 2002. The school was built to relieve overcrowding in four area schools. The majority of the school staff was assigned to the school relative to the percentage of students coming from the consolidating schools. The school enrollment was 880 students in 2002-03 and is a true neighborhood school. The school community formed the School Improvement Council and the PTA in the spring of 2002. In the fall of 2002, through a collaborative effort with our community, we established our vision and identified the direction for the future of the school. The vision of Bell's Crossing is to provide an environment where children are first. Teachers will help students gain meaningful experiences through integrated and multicultural strategies.

The school is piloting the Baldrige High Performance Model to provide a framework that supports continuous improvement and creates high-performance learning systems through: setting and communicating clear goals and high expectations, aligning instruction with assessment, and collecting data to monitor and report on progress. This year after-school tutorial assistance was available for students scoring Below Basic on PACT and an extended day program was available for parents who needed child care while working. The school set goals and objectives with plans for professional development to address: student achievement in the areas of reading and math as evidenced by PACT scores and implementation of a school wide writing program for 2003-04. The Student Council, Jr. Beta Club, news show, art enrichment, chorus, and student patrols offered opportunities to foster student leadership and enhance the talents of all students. Our students participated in several service learning projects during the year.

There is 100% PTA membership including the faculty and staff. The school theme, Joining Together, Building Tomorrow, was embraced by all facets of the school community. During the 2002-03 school year, the PTA logged 60,000 hours in volunteer time and received the SCPTA awards for Outstanding Newsletter and Most Unique Membership campaign. The PTA provided playground equipment, maps and globes, and support for classroom instruction and faculty development. Parental involvement is welcomed and encouraged at all times. The school will strive to improve communication with the community through newsletters, conferences, monthly parenting programs, monthly "Coffee with the Principal," school/teacher Web sites, and an open door policy on a daily basis. The mission of Bell's Crossing Elementary School is To Soar and Succeed, To Grow and to Lead.

Barbara A. Barlow, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.